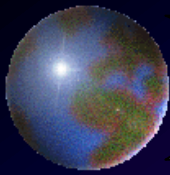


# *Lessons Learned from the GLOSSARI Project: Assessing Learning Outcomes of International Education*

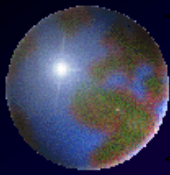
Richard C. Sutton  
Western Kentucky University

U.S. Department of Education Evaluation Symposium  
Washington, DC  
10 June 2010



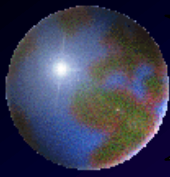
# *A child of Title VI:*

- ✿ FLAS fellowship in Russian at Indiana University
- ✿ Fulbright fellowship for research in Germany
- ✿ Outreach coordinator/assistant director of NRC for Russia/East Europe
- ✿ Undergraduate Title VI grant at Univ of Wisconsin-La Crosse
- ✿ Turned down for Title VI grant to support on-line LCTLs (subsequently funded by NSEP)
- ✿ IRS grant for major research project on study abroad learning outcomes



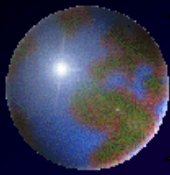
# *Accountability in Higher Education*

- ✚ Evaluating resource allocation (e.g., cost/credit hr)
- ✚ Evaluating instructional processes (e.g., technology utilization)
- ✚ Evaluating learning outcomes
  - ▣ Most appropriate for the teaching-and-learning paradigm
  - ▣ Emphasis on value-added benefits
  - ▣ Treats international education as integral to academic affairs, not “enrichment”



# *Results-based Approaches in K-12: A Forerunner of Change in Higher Ed*

- ✚ No Child Left Behind
- ✚ Race to the Top/Investing in Innovation [i3]
- ✚ Policy goal to have world's highest percentage of adults with college degrees/certificates



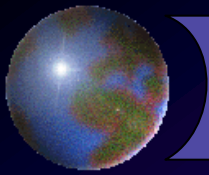
# *Focus on Outcomes, Evidence, Data*

- Public policy debates
- Funding programs
- Regulations



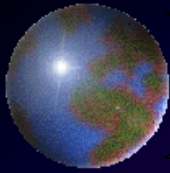
All being driven by...





# *Constituencies of Assessment*

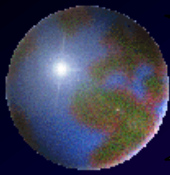
- ⊕ Consumers: Students & parents
- ⊕ Institutional Leadership: Presidents, provosts, deans
- ⊕ Legislators, agency directors, policy analysts
- ⊕ Most Important: Skeptics and critics



# Politics

**Poly** (*adj.*) = many

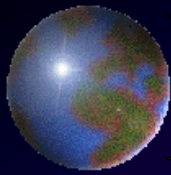
**Tics** (*n.*) = blood-sucking  
leeches



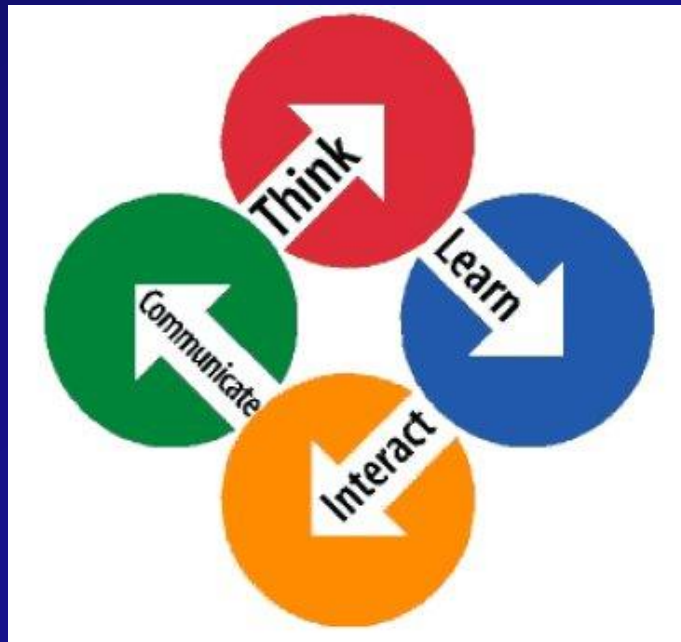
# *New Assessment Initiatives*

- ❖ Assessments of student learning and personal growth/development on study abroad programs
- ❖ Assessments of “global competence” for accreditation (IEPs)
- ❖ NAFSA Task Force Report on Assessment

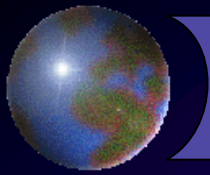




# *Question #1: What student learning outcomes do we expect students to acquire or achieve?*

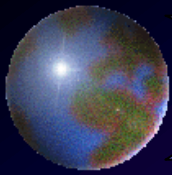


- Need to articulate specific learning outcomes expected from any course or program.

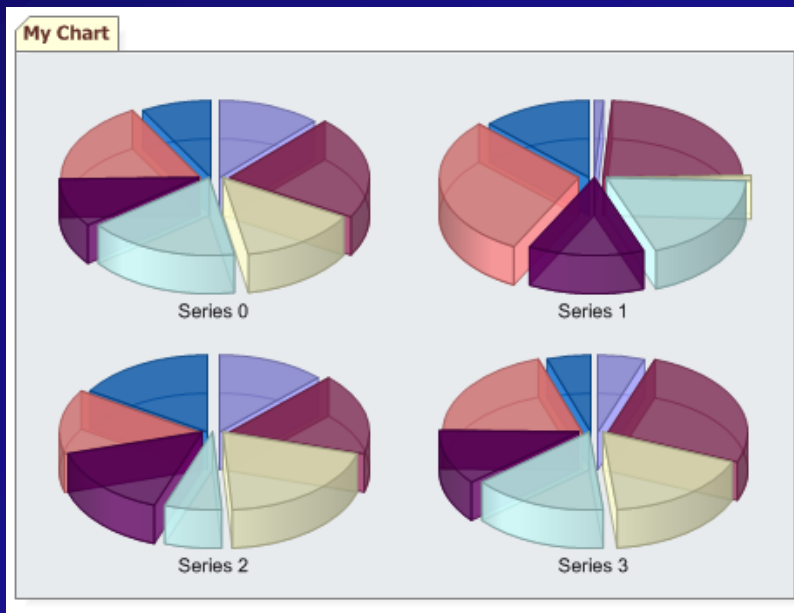


## *Question #2: To what extent are learning outcomes attributable to intentional program design?*

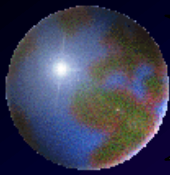
- ✚ Learning outcomes can often be identified, but is their value produced by intentional strategies, or simply good results from random practices?



# *Question #3: To what extent are these learning outcomes measurable?*



- Need to have defined mechanisms to measure outcomes
- Need to have comparable control groups to determine effects

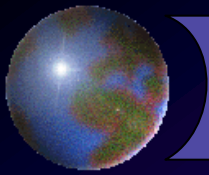


# *GLOSSARI*

- ⊕ **GEORGIA**
- ⊕ **LEARNING**
- ⊕ **OUTCOMES OF**
- ⊕ **STUDENTS**
- ⊕ **STUDYING**
- ⊕ **ABROAD**
- ⊕ **RESEARCH**
- ⊕ **INITIATIVE**

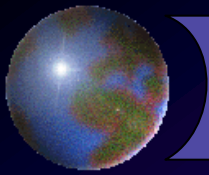


*The GLOSSARI project gratefully acknowledges the support of a  
U.S. Department of Education International Research and  
Studies Program Grant..*



# *Primary Objectives of GLOSSARI*

- ✓ Identify cognitive learning outcomes attributable to
  - diverse study abroad experiences
  - for students at a wide variety of public institutions
- ✓ Identify impact on academic performance indicators
- ✓ Identify impact of study abroad on core liberal arts aspirations (critical thinking, leadership, adaptability, etc.)
- ✓ Identify program characteristics that optimize learning outcomes to guide future program development
- ✓ Identify student characteristics that predict
  - likely participants
  - successful participants
- ✓ Refine, replicate, and disseminate methods for assessing the impact of study abroad on student learning outcomes.



# *The Six Phases of GLOSSARI*

Phase I: Learning Outcomes of SA Participants & Non-Participants

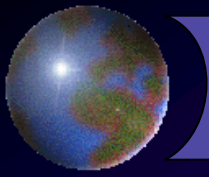
Phase II: Pre- and Post-participation Learning Outcomes with multiple measures

Phase III: Teaching the same course content abroad & at home

Phase IV: Academic performance measures among SA participants and non-participants

Phase V: Program design features that make a difference

Phase VI: Impact 2- to 5-year post-graduation

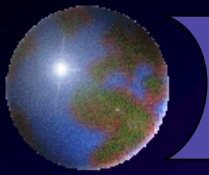


# *Key outcomes documented so far....*

Study abroad can produce:

- ✓ Better navigational skills & knowledge of cultural context
- ✓ Improved academic performance upon return
- ✓ Higher graduation rates (esp. for at-risk students)





# *Phase I: Learning Outcomes of SA Participants & Non-Participants*

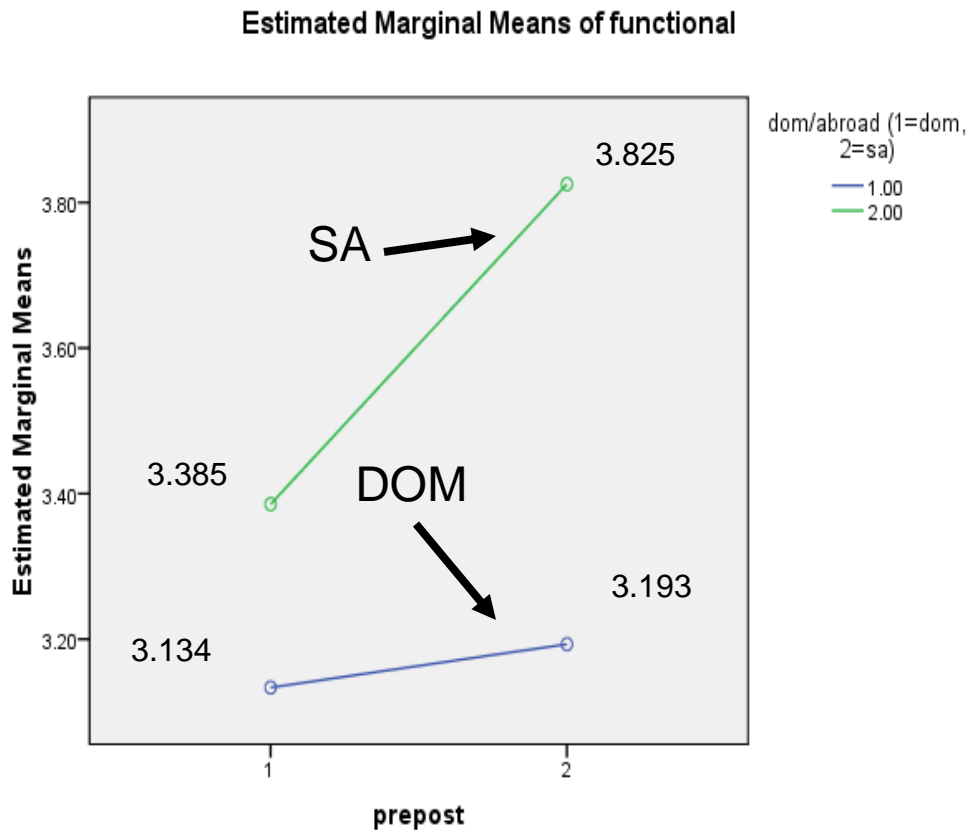
*Challenge: How to assess generic learning outcomes across multiple study abroad programs?*

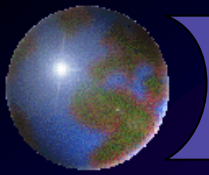
- ✿ Available survey/test instruments did not measure knowledge acquisition, more focus on attitudinal/behavioral change
- ✿ Created new self-report survey (Intercultural Learning Outcomes—ILO) based on model by A. F. Fantini (SIT)
- ✿ 29 questions predominantly “I know how to..”





*Finding: There is a significant increment in functional knowledge among study abroad students but not among the control group.*

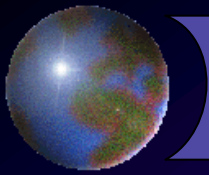




# *Comparison of Self-Reported Knowledge (ILO) and Tested Knowledge (IST)*

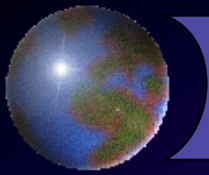
## ILO vs. IST Findings:

- ✿ Cross-tabulating IST# correct or detail of response with ILO degree of certainty (all p-values significant)
- ✿ Students' self-reported knowledge levels on the ILO are consistent with their demonstrated knowledge on IST
- ✿ Associations are stronger at post-test
  - ▣ perhaps a consequence of reflection



# *Choosing the “right” assessment instrument depends on the outcomes you wish to measure*

- ✿ ILO, IDI, and CCAI are not interchangeable.
- ✿ These cross-cultural study abroad assessment instruments do not correlate well with CCTST.
- ✿ Still verifying whether there is comparable progress (pre- to post-test) on these measures independently.



## *Phase IV: Academic performance measures (graduation and persistence rates, GPA)*

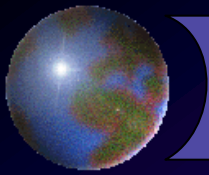
*Takes advantage of USG's unique ability to merge OIE  
study abroad databases with System-wide student  
records databases*

### OIE Databases Provides:

- ✿ 31,000 individual study abroad records (location, duration, class level & major at time of SA, etc.) from 35 USG institutions
- ✿ Program catalog database

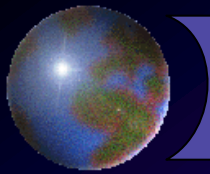
### USG Databases provide:

- ✿ Age, gender, race, etc.
- ✿ Matriculation/graduation
- ✿ High school GPA, SAT
- ✿ USG semester GPA
- ✿ Transfers w/in USG



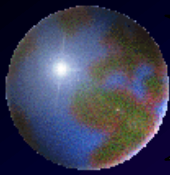
# *The Importance of Constructing a Statistically Comparable Control Group*

- ✿ 19,109 usable unique student records in study abroad database (from 31,133 total)
- ✿ For each subgroup of institution, semester, and class standing, the comparison group drew a sample from the subgroup of twice the # of study abroad students.
- ✿ Clustered control group more closely matches SA group in institution, semester, and class standing than a random sample of students
- ✿ Same survivor status as SA group = comparable # of seniors, juniors, sophomores, freshmen
- ✿ Control group comprised of 17,903 students



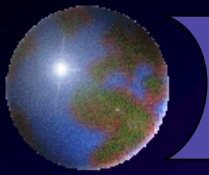
## *SA v. DOM Graduation Rates among eligible students in each population (w/USG baseline)*

	Four-Year Grad Rate	Five-Year Grad Rate	Six-Year Grad Rate
Study Abroad Students (SA)	<b>49.6%</b> (n=8,109)	<b>82.6%</b> (n=6,572)	<b>88.7%</b> (n=4,890)
Control Group Students (DOM)	<b>42.1%</b> (n=6,241)	<b>74.7%</b> (n=5,712)	<b>83.4%</b> (n=4,523)
Most Recent USG Totals (2008)	<b>24.0%</b> (n=24,482)	<b>45.2%</b> (n= 24,447)	<b>49.3%</b> (n=22,830)



## *A Matter of Degree (Attainment):*

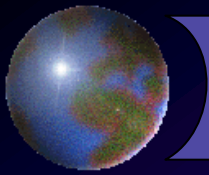
- ❖ Four-Year graduation rates of SA are 17.8% *higher* than DOM rates
- ❖ Five-year graduation rates of SA are 10.6% *higher* than DOM rates
- ❖ Six-year graduation rates of SA are 6.4% *higher* than DOM rates



## *Effects hold consistently across subgroups of gender, race, and SAT*

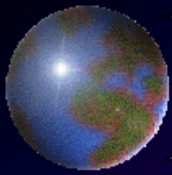
- Grad rates for males are **6-12%** higher
- Grad rates for females are **6-19%** higher
- Grad rates for African-Americans are **13-31%** higher
- Grad rates for other non-white students are **7-18%** higher
- Grad rates for students with SAT >1000 are **4-11%** higher
- Grad rates for students with SAT <1000 are **2-7%** higher (but not statistically significant in Chi-square tests)





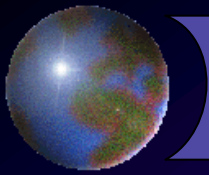
# *How does systemwide assessment of learning outcomes in Georgia transfer to national assessments by Dept of Education?*

- ✿ Integrate data sources (e.g., grad rates x HBCUs x language study x study abroad)
- ✿ Employ multiple measures of assessment
- ✿ Require control groups/scientific method
- ✿ Invest in rigorous quantitative methodology



# *IEPS should place stronger emphasis on:*

- ⊗ Data-driven strategies for program proposals
- ⊗ Articulation of proposed learning outcomes
- ⊗ Identification of program elements that will produce specific outcomes
- ⊗ Meaningful follow-up on evaluations



# *For further information:*

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